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ABSTRACT

A collection of tests measuring language proficiency and/or language dominance is described: twenty-eight of the tests are commercially available and twelve are available from non-commercial sources. There are no evaluative judgments made. The descriptive information for each test includes: title; author; where to order (or where to inquire, for non-commercial tests); price (for commercial tests); date of publication; language versions available; age and/or grade level for which the test is appropriate; type of language proficiency measured; language skills which are tested; test administration, including materials needed, group or individual test, length of time to administer, and specific tasks to be performed; scoring, including method, time required, information on interpretation; and field testing information. (MH)

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# Tests that measure Language Ability

## A Descriptive Compilation

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**B.A.B.E.L. (Bay Area Bilingual Education League)**

**B. Roberto Cruz, Executive Director**

**BERKELEY UNIFIED SCHOOL DISTRICT** **Dr. Laval S. Wilson, Superintendent**

# TESTS THAT MEASURE LANGUAGE ABILITY:

## A Descriptive Compilation

by

THOMAS J. BYE, Ph.D.

B. Roberto Cruz, Executive Director

Berkeley Unified School District  Dr. Laval S. Wilson, Superintendent

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## INTRODUCTORY REMARKS

A crucial first step in the planning and implementation of an instructional program that provides equal educational opportunity to language-minority students is an assessment of their linguistic skills and needs. Given a pupil who has been identified as having competence in some language other than English, as educators, we first want to determine whether or not the student can compete on an equal basis with classmates who are monolingual English. Does, for example, six-year old Carlos, who speaks English and Spanish "about half and half", understand what he hears in English and express what he wants to say in English, as well as six-year-old Charlie, who uses only English?

As good educators we know, however, that testing Carlos' proficiency in English is not enough. Because he has special language skills, we will also want to determine his proficiency in Spanish. Why? On the one hand, it may be that Carlos' ability to speak and understand Spanish is greater than his English oral proficiency. In such a case common sense tells us that instruction in Spanish will be more effective, particularly with regard to reading and writing instruction. Or, perhaps Carlos is equally proficient in English and Spanish. In such a case we will want to develop his basic skills in both languages! Finally, we might determine that, for whatever reason, Carlos' proficiency in Spanish in less than it is in English. If he is "losing" his Spanish, we may want to identify this fact so as to prevent the loss of Carlos' special language skills.

Given the importance of assessing relative proficiency--also known as language dominance -- we will next be concerned with selecting an instrument which we believe to be efficient to administer and score and accurate in terms of what it tells us. A number of tests are currently available from commercial sources; also, in a number of circumstances local educational agencies have developed their own instruments. Recognizing the responsibility facing educators who have the task of assessing language dominance, BABEL has undertaken the development of a collection of tests of language proficiency. This booklet is a compilation of descriptions of these tests. We emphasize the term description -- it is not our purpose to evaluate -- as educators, given the information we include in our test "profiles", you have the ability to decide whether a particular test appears not to satisfy your criteria for selection.

We have included information in our descriptions which we believe provides a basis for decision-making. Tests are arranged in two sections. In the first part we include tests which have commercial publishers; in the second, we include tests which have been locally developed, often by Title VII projects.

It is important to recognize that we intend this handbook to be "open-ended"; BABEL continues to seek additional assessment instruments for inclusion in subsequent documents. Therefore the absence of a given instrument is not to be interpreted as intentional exclusion; we simply are not yet aware of the test or have not yet received it. In this spirit, we encourage users of this

handbook to provide us with references to tests that we appear to have overlooked.

Given the purposes of this handbook, let us briefly consider the content of each test profile. We begin our descriptive profile by listing the test's author and, where the instrument is commercially available, its publisher, where it may be ordered, and its cost. Under 'cost', we also tell you what you will get for your money. In addition, we include date of publication.

Next, we indicate the language versions in which the test is available. The reader should be cautioned that sometimes different language versions are simply translations of English; since languages differ with respect to their morphology and syntax, their phonological systems, and their vocabulary, we advise that you view such tests with suspicion.

We next indicate the age and/or grade level for which the test is appropriate. The reader will note that the majority of tests are aimed at primary grade students. There is a simple reasons for this apparent imbalance: Most NES/LES students are in grades K-3. For example, the California State Department of Education reports during 1974-75, that of 233,520 NES/LES students in grades K-12, 104,883 -- that is, nearly half -- were in grades K-3. Nevertheless, you will find that there are tests appropriate for all age levels, and it is our understanding that greater emphasis is currently being placed on the development of instruments for older students.

Our next descriptive category specifies which kind(s) of language proficiency the instrument claims to measure. With respect to functioning fully and successfully in society, the student needs to develop four types of language ability: understanding what he hears spoken; saying what he wants to say; understanding what he reads; and being able to write what he wants to communicate. Generally, listening and speaking are grouped under the rubric "oral proficiency". Most tests in our handbook are measures only of oral proficiency. There are two reasons for this. First, as we have noted, most tests are intended for primary grade students. And, such students -- whatever their linguistic background -- will not have developed reading and writing skills to a significant extent. Second, and more important, listening and speaking skills precede reading and writing skills. Monolingual children always learn to understand and speak before they learn to read and write. Likewise, in teaching a second language, before we can teach reading and writing, we must help the pupil to develop proficiencies in listening and speaking.

Given the type of proficiency to be measured, the next question we ask is this: What sorts of language abilities are measured in order to determine proficiency? For example, let us assume that a test claims to measure oral proficiency. Does the test measure knowledge of vocabulary? Or the ability to differentiate and produce phonemic distinctions? (e.g., "yellow"/"Jello") Or knowledge of morphology and syntax? Or the ability to tell a story about a picture? Our descriptive profile, then, will indicate what sorts of abilities the test claims to measure.

The next descriptive category concerns administration of the test. We include under this category information regarding the materials necessary to testing; whether or not the test is administered individually or in a group; how long it takes to give the test; qualifications the test administrator must have; and, very importantly, what specific tasks the child must perform, where appropriate, we include exemplification.

Having given information regarding test administration, each test profile then describes how the test is scored. We include under this category the method of scoring and the time required to score the test, if indicated. Most important, we include information regarding the interpretation of the pupil's test score(s). Does the test assign the student to some level of proficiency? Or is the pupil's score interpretable in terms of established norms? Or is the teacher directed simply to compare the child's with those of others in his classroom? We view this as crucial information since the value of a language proficiency test which fails to include information regarding interpretation, we believe, may be of limited value.

Next we include information regarding the relevance of test scores to the instructional program into which the child is to be placed. For example, given a particular score, does the test author suggest appropriate instructional activities in, say, the reading component or the ESL component?

Finally, we include in our description information relating to the field testing of the instrument, if any. Since this sort of information is often technical and lengthy, we ordinarily

indicate only the kind of data that is cited, the number of students in the field test population, and where the instrument was field tested. Where you are interested in further information, you are advised to consult the test manual.

We hope that this document, and subsequent additions to it, will be of use to you in selecting an instrument appropriate to your particular needs. And, as noted above, we encourage your comments.

TESTS COMMERCIALLY AVAILABLE

## Bahia Oral Language Test (BOLT)

AUTHOR: Sam Cohen; Roberto Cruz; Raúl Bravo

PRODUCED BY: Bay Area Hispano Institute for Advancement (BAHIA, Inc.)

WHERE TO ORDER: BMP, Inc.
P.O. Box 9337
North Berkeley Station
Berkeley, CA 94709

COST: $15.00 - Complete packet includes: Manual
Picture booklet
Answer sheets for 30
Class record chart

DATE: 1976

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Grades 7-12 (authors suggest usable grades 4-6 also)

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: The ability to produce "simple sentence patterns to more complex syntactical forms..."

TEST ADMINISTRATION:

(1) Materials: Manual (English and Spanish)
Picture Booklet/Folleto de dibujos
Answer sheet/Hoja de respuestas
Class record chart/Registro de la clase

(2) Administered individually

(3) Task: The student responds to oral questions which relate to illustrations in the picture booklet.

(4) Approximate time: 6 minutes

(5) Qualifications of administrator: For the English version it is recommended that the administrator be proficient in aural-oral English and, where a large number of students speak the same home language, that the administrator have some knowledge of that language. The same requirement holds for the Spanish version.

BOLT/2

TEST SCORING:

(1) Method of scoring: Manual. "A response that answers the question and is expressed grammatically correct will be accepted as a correct response."

(2) Interpretability of scores: Questions and their responses are grouped into three levels of difficulty; the number of correct vs. incorrect responses at a given level will determine the student's level of language classification. These levels are:

I - Non-English-speaking: Student's knowledge of English is non-existent or may consist of very common expressions and nouns.

I-S - Supplement to level I: Student comprehends simple questions but is not able to produce answers. Gives accurate answers in a language other than English.

II - Very-limited-English-speaking: Student has some knowledge of English. Can understand very simple questions and form very simple responses. Has great difficulty communicating thoughts in English. Tends to omit important verbs and nouns.

III - Limited-English-speaking: Student has basic knowledge of English grammatical structures and can understand and respond to more complex sentence patterns but lacks other essential concepts when dealing with complex verb forms.

IV - Fluent English-speaking

(3) Approximate scoring time: Scored during administration.

PROGRAMMATIC CONSEQUENCES OF SCORES: None are suggested.

FIELD TESTING: The final version of the BOLT waw field tested among 2000 students in secondary schools in four districts in the San Francisco Bay Area. Test results were compared to a language classification of each student made by the teacher prior to testing, where criteria for such classification were specified. A Technical Report is available upon request with data relating to validity and reliability.

## Basic Inventory of Natural Language (BINL)

AUTHOR: Charles Herbert

PUBLISHER: CHECpoint Systems

WHERE TO ORDER: CHECpoint Systems
1558 N. Waterman, Suite C
San Bernardino, CA 92404

COST: $85.00 - Complete kit includes: Instructions manual
100 individual score sheets
100 individual profile sheets
2 class profile cards
Ditto master sequence picture book
40 story starter pictures
80 talk tiles

DATE: 1974

LANGUAGE VERSIONS: "...the BINL system of analysis may be used to determine which of two or more languages that a student uses is the dominant language." By inference, the BINL would appear to be designed to measure proficiency in any language.

AGE LEVEL: All

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) "Fluency" - "...the total number of words used by the student during the sampling. This...is a general indicator of ability to use vocabulary, structures, and forms of a language."

(2) "Level of complexity" - "...command of the structures of the language, including the use of modifiers, phrases and clauses."

TEST ADMINISTRATION:

(1) Materials: Tape recorder
Individual oral score sheet
Stimulus materials

(2) Administered in small groups.

(3) Tasks: The student tells stories or gives descriptions on the basis of stimulus materials provided (story starter posters, etc.)

(4) Time to administer: 3-4 minutes

(5) Qualifications of test administrator: The teacher or teacher-aide oversees testing.

TEST SCORING:

(1) Method of scoring: Two ways; rules for transcription are indicated.

"Rapid scoring"-"...a machine-scored process that eliminates hand-scoring...provides printouts showing distributions of scores on a district-wide basis, at the school level by classes, and...for each student..."

Hand scoring- "This system is applied to the sentences (complete or partial) that the student used during the assessment sample. The sentences are analyzed as to whether they are complete or partial. The number of words in each sentence is counted. Next, the use of modifiers (articles, possessive pronouns, demonstrative pronouns, adjectives and adverbs) is scored. Lastly, the use of subordinate clauses is measured... Nouns and verbs are counted in the fluency count for the sentence (partial or complete) and will eventually be included in the total fluency count for the sample. A point system is used to arrive at the Grammatical Index for each sentence." Specific instructions for hand scoring are included in the Manual.

(2) Interpretability of scores: Ranges of "BINL complexity levels" are presented - e.g., 1.0-24.0; 24.0-50.0; etc.
"In interpreting the scores, the teacher should check the list in the section that corresponds to the student's score. This gives a general idea of the type of language structures that are likely to be found in language samples with that score. The next step is to examine the individual language samples of the particular student and check it against the list... In teaching and prescribing future lessons, the teacher should plan lessons that will encourage the use of the structures that were not included in the language sample. When it appears that the student is consistently using the structures within a particular score grouping, the teacher may then look to the next highest level and begin including structures from that section. The process is a continuous one; checking for structures and their use within the student's complexity level and then moving to the structures at the next highest level."

(3) Time to score: Transcription to scoring forms, 4-7 minutes.

PROGRAMMATIC RELEVANCE OF SCORES: Extensive prescription activities are included in the Manual.

FIELD TESTING: Validity and reliability data are not included in the Manual.

## Bilingual Syntax Measure (BSM)

AUTHOR: Marina K. Burt; Heidi C. Dulay; Eduardo Hernández-Chávez

PUBLISHER: Harcourt, Brace, Jovanovich, Inc.

WHERE TO ORDER: Test Department
Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, N. Y. 10017

COST: $50.00 - Complete kit includes:
- Kit box
- Picture booklet
- Child response booklet- English (35)
- Manual - English edition
- Repuestas del Niño - Spanish (35)
- Manual - Spanish edition
- Class record sheet
- Technical handbook

DATE: 1974.

LANGUAGE VERSIONS: English/Spanish/Tagalog (being field tested; may be requested from Ms. Ruth Rastley at above address)

AGE LEVEL: 4-9 years (K-2)

TYPE OF PROFICIENCY MEASURED: Oral

TEST ADMINISTRATION:

(1) Materials: Picture booklet
Child response booklet
Class record sheet

(2) Administered individually

(3) Tasks: The child responds orally to simple questions relating to illustrations in the cartoon booklet.

(4) Approximate time: About 10 minutes

(5) Qualifications of administrator: The person giving the test must be fully proficient in the language in which the test is being conducted.

TEST SCORING:

(1) Method of scoring: Each response is judged as to whether or not it is a grammatical answer to the question posed. The Manual contains a detailed discussion and exemplification of what is intended by the notion 'grammatical".

(2) Interpretability of scores: Scoring directions in the child response booklet enable the scorer to assign the child to one of five proficiency levels, depending on which responses are grammatical, which not. Each level is discussed in the Manual in terms of the child's language abilities at that level. Further, the table, "Degree of Structural Bilingualism," in the Class Record Sheet, assigns the child to a Lau classification, where proficiency levels in two languages have been determined.

(3) Approximate scoring time: About 5 minutes

PROGRAMMATIC RELEVANCE OF SCORES: The Manual includes a discussion of the relevance of each proficiency level to the type of instruction which should be offered to the child in the ESL component, in reading, in 'content' subjects and other areas of instruction. Exemplification is included.

FIELD TESTING: The BSM was field tested in 19 school districts in ten states and Mexico. A total of 139 examiners administered the test to approximately 4,300 students (2,300 in English and 2,000 in Spanish). The Rationale and Technical Report, available from the publisher, contains detailed technical data.

## Comprehensive English Language Test (CELT)

AUTHOR: D. Harris and L. Palmer

PUBLISHER: McGraw-Hill

WHERE TO ORDER: McGraw-Hill, Order desk
8174 Redwood Hwy
Novato, CA 94947 (415) 897-5208

COST: $10.50 (less 20% discount to schools) -
Complete kit includes: Instructions
50 Test booklets
100 Answer sheets
Scoring key
Technical manual

DATE: 1970

LANGUAGE VERSIONS: English

AGE LEVEL: High school and older

TYPE OF PROFICIENCY MEASURED: Oral and reading

WHAT IS MEASURED:

Oral - (1) Ability to understand statements, questions, and dialogues.

(2) Syntax

Reading - Vocabulary

TEST ADMINISTRATION:

(1) Materials: Test booklet
Answer sheet
Punched scoring key

(2) Administered by group

(3) Tasks:
"Listening"- The student selects from among a written set either an appropriate response to a question or an accurate paraphrase of a statement.

"Structure" - The student completes a sentence by selecting among a set of written alternatives (e.g., "How old is George?"
"He's two years younger _____ his brother Paul."
(a) that; (b) of; (c) as; (d) than ).

"Vocabulary" -
(i) The student completes sentences by selecting among alternatives (e.g., "A _____ is used to cut with" (a) knife; (b) lamp; (c) horn; (d) pen.

(ii) The student selects the word which matches a short definition (e.g., "far away" (a) worthy; (b) pale; (c) distant; (d) huge.

(4) Approximate time:

"Listening" - 40 minutes

"Structure" - 45 minutes

"Vocabulary" 35 minutes

(5) Qualifications of administrator: None stated

TEST SCORING:

(1) Method of scoring:
A scoring key is provided. Raw scores are computed for each subtest.

(2) Interpretability of scores: Tentative norm tables which convert raw scores to percentile rankings are presented. These tables are based on five non-native English groups of different ages in different locations (total: 477)

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None indicated

FIELD TESTING: Certain validity and reliability data are presented in the Technical Manual.

## Crane Oral Dominance Test

AUTHOR: Barbara Crane

PUBLISHER: MLP Publishing Company

WHERE TO ORDER: MLP Publishing Company
1301 Hamilton Avenue
Trenton, New Jersey 08629

COST: $15.00 - Complete set includes: Philosophy and Directions Book
Student response booklets (30)
Class record sheet

DATE: 1976

LANGUAGE VERSIONS: A single test version determines "dominance" for English or Spanish.

AGE LEVEL: 4-8

TYPE OF PROFICIENCY MEASURED: Does not claim to measure proficiency; see next item.

WHAT IS MEASURED: The ability of the student to recall vocabulary items. It is claimed that such recall reflects "the language in which the pupil internalizes (thinks)...it is the internal language which plays the crucial role in the learning process.
...The tests presently being used often indicate an inaccurate level of verbal ability rather than the pupil's internal language." (Philosophy, p.5)

TEST ADMINISTRATION:

(1) Materials: Student response booklet

(2) Individually administered.

(3) Tasks: The tester reads a set of pairs of the same words. The student then repeats as many words in the set as he can remember. For four-year-olds, four pairs are presented in each set; for ages 5-8, eight pairs are presented. Each set contains an equal number of English and Spanish items.

(4) Approximate time: 20 minutes

(5) Qualifications of administrator: "Should be" fluent in English and Spanish.

TEST SCORING:

(1) Method of scoring: For each set, the scorer determines how many words are recalled, the language to which each belongs, and whether any of these is a translation (e.g., where the student heard "llave" but recalled "key").

(2) Interpretability of scores: Interpretive charts are given for four-year olds and five-eight-year-olds. Assuming enough items are recalled and assuming that the point spread between the English words recalled and the Spanish words recalled is great enough, one or the other language is labeled "dominant".

"Translated responses provide insight into the pupil's attitude toward the language he or she uses..." (Philosophy, p.7)

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated beyond the note that reading should be taught in the 'internalized" language.

FIELD TESTING DATA: "The Crane...was piloted during the 1975-76 school year with 934 students, ages four to eight years, in ten school districts from New York to California, in center city, suburban, and semi-rural areas. The predictive validity coefficient as demonstrated by correlations with school performance was found to be .87. The odd-even reliability coefficient was found to be .86." (Philosophy, p.10)

## Dailey Language Facility Test

AUTHOR: John T. Dailey

PUBLISHER: The Allington Corporation

WHERE TO ORDER: The Allington Corporation
801 N. Pitt #701
Alexandria, Virginia 22314

COST: $15.00 - Complete kit includes: Manual (English & Spanish)
Pictures

DATE: 1968

LANGUAGE VERSIONS: English

AGE LEVEL: "...all ages from about three to maturity." (p.3)

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: "how well a person can use the language or dialect to which he has been exposed...." (p.1.)

TEST ADMINISTRATION:

(1) Materials: Pictures
Tape recorder (optional)

(2) Individually administered

(3) Tasks: The student tells stories about or describes a series of pictures.

(4) Approximate time: Under 10 minutes

(5) Qualifications of administrator: "...anyone experienced in dealing with children....and eliciting rapport in an interview." (p.7)

TEST SCORING:

(1) Method of scoring: The entire response is assigned a score on a 9-point scale according to criteria such as "completeness', organization, 'making sense', etc. Syntax, vocabulary and pronunciation are specifically excluded as performance criteria.

(2) Interpretability of scores: Age and percentile norms are provided based on a 3-picture (27 point) score composite. "....should be useful as the initial screening device for... suspected mental retardation." (p.34)

(3) Approximate scoring time: None stated

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING DATA: Reliability studies are cited, including statistical data.

## Del Rio Language Screening Test

AUTHOR: Allen S. Toronto et al.

PUBLISHER: National Educational Laboratory Publishers, Inc.

WHERE TO ORDER: National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, Texas 78767

COST: Kit: 9:00
Manual: $8.00
Forms: 30/$1.75

DATE: 1975

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Norms are provided for ages 3.0 to 6.11

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) Ability to understand vocabulary

(2) Ability to repeat sentences

(3) Ability to remember commands

(4) Ability to answer questions relating to short oral narratives

TEST ADMINISTRATION:

(1) Materials: English and/or Spanish scoring form
Picture booklet

(2) Individually administered

(3) Tasks:

"Receptive vocabulary" - The student points to one of three pictures in response to the word spoken by the tester.

"Sentence repetition/length" - The student repeats sentences of increasing length.

"Sentence repetition/complexity" - The student repeats sentences of increasing grammatical complexity.

"Oral commands" - The student performs the commands he hears, in the correct order.

"Story comprehension" - The student listens to short stories and answers questions about each.

(4) Approximate time: None stated

(5) Qualifications of administrator: None stated.

TEST SCORING:

(1) Method of scoring: A point is assigned for each correct response. The scoring form indicates the target response.

(2) Interpretability of scores: Norm tables are presented for three groups based on a population of 128 "normal" children equally distributed throughout the age range of 3.0 to 6.11 among three ethnic groups from Del Rio, Texas: (1) Anglo-American students; (2) predominantly English-speaking students; (3) predominantly Spanish-speaking students. "Performance below normal limits on one or more of the subtests (in the student's native language) indicates that a language deviancy probably exists... When a child is tested in other than his pre-dominant language, the norm for that language becomes only a model to which a child's scores can be compared for possible placement in a bilingual program." (Manual, p. 27)

(3) Approximate scoring time: Scoring is accomplished during testing.

PROGRAMMATIC RELEVANCE OF SCORES: None are suggested.

FIELD TESTING: Validity and reliability data, based on the standardization sample (see "Interpretability of scores" above), are included in the manual.

## Ilyin Oral Interview

AUTHOR: Donna Ilyin

PUBLISHER: Newbury House Publishers

WHERE TO ORDER: Newbury House Publishers
68 Middle Rd.
Rowley, MA 01969

COST: Test book and manual: $15.95
Scoring sheets (pkg. of 50): $3.95

DATE:

LANGUAGE VERSIONS: English

AGE LEVEL: Adult

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) Syntax

(2) Comprehension as reflected in the semantic appropriateness of a response to a question.

TEST ADMINISTRATION:

(1) Materials: Answer score sheet
Test book

(2) Administered individually

(3) Tasks: The student answers questions relating to illustrations (e.g. "What is Bill going to do today before he watches TV?")

(4) Approximate time: Variable. The test is stopped when a frustration level is reached.

(5) Qualifications of administrator: None stated.

TEST SCORING:

(1) Method of scoring: Each item (50 items) is scored "2" (no errors);"1" (syntactic errors); "0" (response indicates question misunderstood)

(2) Interpretability of scores: Tentative "placement levels" are provided. Since "there are no studies to show what ESL level of proficiency a candidate should have... placement levels and norms should be used only as tentative until test users can set their own norms and guidelines for their particular

programs." (p. M2)

(3) Approximate scoring time: None stated

PROGRAMMATIC CONSEQUENCES OF SCORES: None suggested

FIELD TESTING: Certain validity and reliability data are reported in the manual, based on a population of approximately 1,000 non-native-English adults in a variety of educational or vocational settings.

## James Language Dominance Test

AUTHOR: Peter James

PUBLISHER: Learning Concepts

WHERE TO ORDER: Learning Concepts
2501 N. Lamar
Austin, Texas 78705

COST: $16.95-Complete kit includes: Manual
25 Scoring forms (additional packets, $3.75)
Test booklet

DATE: 1974

LANGUAGE VERSIONS: The same test items are intended for use in English and Spanish.

AGE LEVEL: Kindergarten and first grade

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: Knowledge of vocabulary

TEST ADMINISTRATION:

(1) Materials: Scoring form
Picture booklet

(2) Individually administered

(3) Tasks:

"Spanish/English Comprehension" - The student points to the picture in the set shown to him which answers the tester's question (e.g., "Which boy is drinking?")

"English/Spanish Production" - The child provides vocabulary items in response to questions relating to pictures (e.g., "What is this girl doing?")

(4) Approximate time: 7-10 Minutes

(5) Qualifications of administrator: Professional or paraprofessionals who are bilingual in English and Spanish.

TEST SCORING:

(1) Method of scoring: Incorrect answers are circled on the score sheet. Alternate responses on the "Production" subtest are recorded manually and later evaluated according to an "Alternate Response Chart for Production".

(2) Interpretability of scores: Students are placed in one of five categories: Spanish dominant; Bilingual with Spanish as a home language; Bilingual with English and Spanish as home languages; English dominant but bilingual in comprehension; English dominant. The student's category is determined by his score for each language version, as well as the spread between the two.

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None is indicated.

FIELD TESTING: Validity and normative data are presented based on a test population of 464 Mexican-American children in Texas. No reliability data is cited.

## Language Ability Scales (LAS)

AUTHOR: Edward De Avila and Sharon Duncan

PUBLISHER: De Avila, Duncan and Associates

WHERE TO ORDER: De Avila, Duncan and Associates
P. O. Box 770
Larkspur, CA 94939

COST: $45.00 - Complete kit includes: Rationale
Administration instructions
English and Spanish test instrument
Cue pictures
Audio cassette
Score sheets (30)

DATE: 1975

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: K-6

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) Ability to recognize and produce phonemic distinctions

(2) Knowledge of vocabulary

(3) Ability to comprehend and produce sentences (syntax)

(4) Ability to "use language for pragmatic ends".

TEST ADMINISTRATION:

(1) Materials: Cassette
Score sheets
Cue pictures

(2) Administered individually

(3) Tasks:

"Phonemes" - The student repeats what he hears on tape

"Minimal pairs" - The student listens to pairs of words on tape and tells whether they are the same or different.

"Aural syntax comprehension" - The student listens to sentences on tape and points to the picture to which the sentence corresponds.

"Oral syntax production" - The student repeats a short story he hears.

"Pragmatic" - The teacher optionally makes certain judgments with respect to the student's ability to carry out certain tasks which require the use of language.

(4) Approximate time: 15-20 minutes

(5) Qualifications of administrator: Must speak target language

TEST SCORING: We do not yet have the commercial version in our files. It is our understanding that various changes have been made with regard to scoring in the commercial version; the reader should therefore directly contact the publisher.

FIELD TESTING: See above remarks.

## Language Assessment Battery (Level I)

AUTHOR: Office of Educational Evaluation, Board of Education, City of New York

PUBLISHER: Houghton-Mifflin Co.

ORDERS MADE TO: Houghton-Mifflin Co.
Test Department
777 California Avenue
Palo Alto, CA 94304

COST: $6.60 - Complete kit includes 35 reusable test booklets, examiner's directions and stimulus materials. Answer sheets are $5.25 for each package of 35.

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Grades K-2

TYPE OF PROFICIENCY MEASURED: Listening/speaking/reading/writing

WHAT IS MEASURED:

Oral -

(1) The ability to answer questions

(2) Vocabulary

(3) The ability to respond to commands

Reading - Comprehension

Writing - "...ability to write..."

TEST ADMINISTRATION:

(1) Materials: Examiner's Directions (includes test items)
Picture stimulus booklet
Student score sheet

(2) Individually administered.

(3) Tasks:
Oral -

(i) The student answers everyday questions

(ii) The student touches body parts in response to commands

(iii) The student names body parts that the scorer touches

(iv) The student identifies/names objects in a set (e.g., "Touch the bridge")

(v) The student points to the picture in a set which corresponds to what the tester says (e.g., "The puppy is following the girl")

"Reading" - The student points to the word a sentence, among a set, which describes or names an accompanying picture.

"Writing"-

(i) The student writes letters of the alphabet that he is shown.

(ii) The student is shown a picture and an incomplete word; he fills in the letter which names the picture, choosing from a set of four letters.

(iii) The student is shown a picture and set of words, one of which names the picture. The student writes the correct word.

(iv) The student rearranges out-of-order words in a sentence to describe the picture he sees.

(4) Approximate time to administer: 5-10 minutes. 20 test items in each language version.

QUALIFICATIONS OF TEST AIMINISTRATOR: None stated.

TEST SCORING:

(1) Method of scoring: The scorer marks "right" or "wrong" on a scoring grid. A manual scoring key is provided.

(2) Interpretability of scores:

"The English version of LAB was standardized on a population of 12,532 (ranging from 795-1191 per grade K-12) in 45 schools with a population at least 75% mono-lingual English representative of the New York City school population."

"The Spanish version of LAB was standardized on a population of 6,721 (ranging from 306-944 per grade K-12) who were located in schools which had a Hispanic population of over 70%. In addition, it was determined that all children participating in the Spanish naming study had to read and write Spanish as well as speak and comprehend it."

"The norms presented for LAB are percentiles, stanines and item difficulty values. They are based on the above-mentioned sample of students from grades K-12 in the New York City Public Schools." (Brochure)

(3) Approximate time to score: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated.

FIELD TESTING DATA: Validity and reliability data are forthcoming (6-77).

## Language Assessment Battery (Level II)

AUTHOR: Office of Educational Evaluation, Board of Education, City of New York

PUBLISHER: Houghton-Mifflin Co.

WHERE TO ORDER: Houghton-Mifflin Co.
Test Department
777 California St.
Palo Alto, CA 94304

COST: $11.76 - Kit includes: 35 test booklets
Examiner's Directions
Stimulus materials

Digitek answer sheets: 35 for $5.25
Hand scoring keys: $1.05 each

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Grades 3-6

TYPE OF PROFICIENCY MEASURED: Listening/speaking/reading/writing

WHAT IS MEASURED:

Oral -

(1) Vocabulary

(2) The ability to hear phonemic distinctions

(3) The ability to complete stem responses

Reading - Comprehension

Writing - Ability to write

TEST ADMINISTRATION:

(1) Materials: Examiner's Directions
Test booklet
Picture stimulus sheet
Answer sheets

(2) Speaking - individually administered; other tests administered by group

(3) Tasks:
"Listening" -

(i) The student identifies the object named by the tester from among a set.

(ii) The tester reads three pairs of words and the student indicates whether one, two, or all three pairs contain the same word (e.g., dull/dull; nut/nut; hut/hot).

"Speaking" - The tester makes a statement about a picture; then, the student completes a second statement (e.g., "Susan says, 'I'm going to get a bike for my birthday'"..."Robert says, 'I'm going to get whatever_____.'")

"Reading" -

(i) The student completes sentences, choosing the appropriate word from a set.

(ii) The student chooses the best answer to a question, based on a short story he reads.

"Writing" - The student writes in the word that best completes a sentence.

(4) Qualifications of administrator: None stated.

TEST SCORING:

(1) Method of scoring: By scoring key or at digitek facilities.

(2) Interpretability of scores: See LAB, Level I

(3) Approximate time for scoring: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated.

FIELD TESTING DATA: Reliability and validity data are forthcoming.

## Language Assessment Battery (Level III)

AUTHOR: Office of Educational Evaluation, Board of Education, City of New York

PUBLISHER: Houghton-Mifflin

WHERE TO ORDER: Houghton-Mifflin
Test Department
777 California St.
Palo Alto, CA 94304

COST: $11.76 - Kit includes: 35 test booklets
Examiner's directions
Stimulus materials
Digitek answer sheets: 35 for $5.25
Hand scoring keys: $1.05 each

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Grades 7-12

TYPE OF PROFICIENCY MEASURED: Listening/speaking/reading/writing

WHAT IS MEASURED:

Oral -

(1) Vocabulary

(2) The ability to hear phonemic distinctions

(3) The ability to complete stem responses

TEST ADMINISTRATION:

(1) Materials: Examiner's Directions
Test booklet
Picture stimulus sheet
Answer sheets

(2) Speaking - individually administered; other tests administered by group.

(3) Tasks:

"Listening" -

(i) The student identifies the object names by the tester from among a set.

(ii) The tester reads four pairs of words and the student indicates whether one, two three, or all four pairs contain the same word.

"Speaking" - The tester makes a statement about a picture; then, the student completes a second statement (e.g., "Susan says, 'I'm going to get a bike for my birthday'"..."Robert says, 'I'm going to get whatever_____.'")

"Reading" -

(i) The student chooses the word which best completes a sentence.

(ii) The student chooses the best answer to a question, based on a short story he reads.

"Writing" - The student writes in the word that best completes a sentence.

(4) Approximate time to administer: 41 minutes

(5) Qualifications of administrator: None stated.

TEST SCORING:

(1) Method of scoring: By scoring key or at Digitek facilities.

(2) Interpretability of scores: See LAB, Level I.

(3) Approximate time for scoring: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None indicated.

FIELD TESTING DATA: Validity and reliability data is forthcoming from the publisher.

## Linguistic Capacity Index

AUTHOR: F. Brengelman and J. Manning

PUBLISHER:

WHERE TO ORDER: Dr. Fred Brengelman
Department of Linguistics
CSU - Fresno
Fresno, CA 93740

COST: Not stated

DATE: 1964

LANGUAGE VERSIONS: English

AGE LEVEL: Primary grade pupils

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) Vocabulary

(2) Ability to recognize phonemic distinctions found in English but not in Spanish

(3) Understanding of grammatical constructions found in English but not in Spanish.

TEST ADMINISTRATION:

(1) Materials: Test booklets

(2) Administered in groups of ten or fewer

(3) Tasks:

"Vocabulary Recognition" - The student marks the picture among a series which corresponds to what he hears (e.g., "Mark the hand").

"Contrastive Phonology" - The student marks the picture among a series which corresponds to what he hears. All pictures in each series are distinguished by a single phoneme - e.g., "pin"/"pen"/"pan".

"Contrastive Grammar" - The student selects the picture in a series which corresponds to the sentence he hears (e.g., "Mark the boy who doesn't like the dog")

(4) Approximate time: 35 minutes

(5) Qualifications of administrator: Should be a native speaker of English. Practice is recommended.

TEST SCORING:

(1) Method of scoring: Correct responses on each subtest yield a raw score.

(2) Interpretability of scores: Raw scores are converted to percentile rankings, indicating the student's "level of language proficiency." "Item analysis...will reveal specific weakness areas for language instruction."

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None indicated

FIELD TESTING: Validity and reliability data are reported in the final report for USOE Cooperative Research Report No. 2821, A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils Whose Primary Language is English.

## Michael Test of Oral English Production (Levels 1a and 1b)

AUTHOR: Lois Michael "in cooperation with the National School District and the San Diego County Department of Education"

WHERE TO ORDER: J. L. Michael
Box 11331
San Diego, CA 92111

COST: $24.50 each level - Each complete kit includes: Teacher's Manual
Set of visuals
Individual score sheets (for duplication)

DATE: 1968

LANGUAGE VERSIONS: English

AGE LEVEL: "...for children in Elementary English as a Second Language programs."

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) "Communication" - "...any overt behavior, oral or otherwise, that indicates that the test stimulus has been understood..." (Manual, p.2)

(2) Syntax/morphology

(3) Vocabulary

(4) Pronunciation

TEST ADMINISTRATION:

(1) Materials: Tape recorder
Teacher's Manual (contains test items)
Pictures
Score sheets
Objects indicated in the Teacher's Manual

(2) Individually administered

(3) Tasks:

(i) The student names pictured objects.

(ii) The student performs transformations (e.g., "Ask me what I have.")

(iii) The student answers questions (e.g., The tester gives the student an eraser and asks, "Do you have an eraser?")

(4) Approximate time: 15-20 minutes

(5) Qualifications of administrator: Recommended that the examiner practise administering the test to both native and non-native English speaking children.

TEST SCORING:

(1) Method of scoring: Done from tape. The score sheet indicates the target response. The scorer assigns one point for each correct response, then totals the points. Columns on the score sheet produce four scores: communication, structure, vocabulary, pronunciation.

(2) Interpretability of scores: None stated beyond the suggestion that the test be used as a pre-/post-testing device.

(3) Approximate time to score: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated beyond the suggestion that the test is appropriate for use as "an achievement, placement, and diagnostic instrument for children in Elementary English as a Second Language." (Manual, cover page)

FIELD TESTING: None stated.

## Michigan Oral Language Productive Test

AUTHOR: John C. Larson

PUBLISHER: ACTFL

WHERE TO ORDER: Modern Language Association, Publications Center
62 Fifth Avenue
New York City, N. Y. 10011

DATE: 1969

LANGUAGE VERSIONS: English

AGE LEVEL: 4-6 years

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: "... the child's ability to produce standard grammatical and phonological features..." (p.1)

TEST ADMINISTRATION:

(1) Materials: Test booklet (includes stimuli and pictures)
Response sheet
Category sheet

(2) Individually administered

(3) Tasks: The student responds to a verbal stimulus (question, command, or stem response) which relates to one in a sequence of pictures.

(4) Approximate time: 15 minutes

(5) Qualifications of test administrator: None stated

TEST SCORING:

(1) Method of scoring: The student's responses are judged according to eleven categories, each of which is represented by a response number. For each item, depending on the response produced, some corresponding response number is recorded.

(2) Interpretability of scores: According to instructions, the child's responses are rearranged on the Category Sheet. For each category tested, the child receives a percentage score. These percentages are intended to pinpoint "areas of weakness."

(3) Approximate scoring time: 15-20 minutes

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING DATA: None stated

## Modern Language Association Cooperative Foreign Language Tests

AUTHOR: Committees of teachers selected by the Modern Language Association

PUBLISHER: Modern Language Association

WHERE TO ORDER: Addison-Wesley Testing Service
South Street
Reading, MA 01867

COST: Booklets (pkg. of 10) - $7.00
Listening/speaking tapes - $8.50
Writing test booklets (pkg. of 20) - $5.00
Handbook - $2.00
Booklet of norms - $2.00
Directions for administering & scoring - $2.00
Scoring key - first free; additional, .25 each

DATE: 1965

LANGUAGE VERSIONS: French/German/Italian/Russian/Spanish

AGE LEVEL: Adult

TYPE OF PROFICIENCY MEASURED: Oral/reading/writing

WHAT IS MEASURED: The tests measure the learner's knowledge of structures that are common in speech and...writing; and they measure his knowledge of vocabulary and idiom..." (p.5, Handbook)

Oral - (i) "Listening" - comprehension
(ii) "Speaking" - fluency, pronunciation and intonation

Reading - Comprehension of texts and vocabulary

Writing - Ability to write through both structured and unstructured responses.

TEST ADMINISTRATION:

(1) Materials: Test book
Blank tape (for "Speaking" only)

(2) "Listening", "Reading", and "Writing" are administered by group. "Speaking" is recorded by the student on tape.

(3) Tasks:
"Listening" - The student selects a response to the question he hears on tape from a written set of possible responses. Questions are based on previous spoken discourse.

"Speaking" - The student repeats short statements; reads aloud from printed script; answers questions which relate to drawings in the test booklet; and describes a picture or series of pictures.

"Reading" - The student completes sentences, using multiple choice items; and answers questions based on written selections.

"Writing" - The student fills in blanks in sentences; rewrites sentences so as to change tense, number, person or word order; and writes a discourse based on a given topic.

(4) Approximate time: "Listening" - 25 minutes
"Speaking" - 10 minutes
"Reading" - 35 minutes
"Writing" - 35 minutes

(5) Qualifications of administrator: Should practice administration

TEST SCORING:

(1) Method of scoring: "Listening" and "Reading" yield raw scores obtained by counting correct responses; "Speaking" and "Writing" are scored subjectively, raw scores being obtained by counting correct responses for certain test items and by adding ratings on three- and five- point scales for other items.

(2) Interpretability of scores:
Raw scores for each test are interpreted, according to tables, in terms of converted scores, since there are alternate forms for each test. A series of norm tables assign the student to various percentile rankings. Norms are based on randomly selected national samples of classes in the test languages in secondary schools and colleges. Norms are also presented in terms of pedagogical approach: "traditional" vs. "audio-lingual". Suggestions for the development of local norms are included.

(3) Approximate scoring time: None stated.

PROGRAMMATIC CONSEQUENCES OF SCORES: None stated

FIELD TESTING: Extensive discussion of norming procedures is included; however, no validity or reliability data is cited.

## Moreno Oral English/Spanish Proficiency Placement Test

AUTHOR: Steve Moreno

PUBLISHER: Moreno Educational Company

WHERE TO ORDER: Moreno Educational Company
7050 Belle Glade Lane
San Diego, CA 92119

COST: $24.50 - Combination packet includes: Administrative Manual
30 English answer forms
30 Spanish answer forms

DATE: 1974

LANGUAGE VERSIONS: Spanish and English.

AGE LEVEL: 4-20

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: "...the student's ability to produce basic linguistic structures in sentence patterns." (Test manual, p.3)

TEST ADMINISTRATION:

(1) Materials: Answer sheets
Picture booklet

(2) Individually administered

(3) Tasks:

(i) The student responds to questions relating to pictures

(ii) The student performs certain transformation drills (e.g., "Ask me if I have a box.")

(4) Approximate time: 15 minutes

(5) Qualifications of administrator: "A two-hour workshop to master proper administration of the test is recommended." (Test manual, p.2)

TEST SCORING:

(1) Method of scoring: Each response is judged correct or incorrect according to whether it contains the feature(s) indicated on the answer sheet under the column, "Suggested answer".

(2) Interpretability of scores: The primary purpose of the test is "to place children at the proper lesson (in the H200 curriculum) for efficient instruction." The test items are ordered to correspond to the H200 curriculum; where the child "misses any three out of four consecutive items, the test is terminated." (Test manual, p.5) According to further directions, the child's lesson placement level is then determined.

In a table in the manual, the child's score in the English version is related to "regular grade equivalent (for monolingual English-speaking children)" where the "control group children were from Inner City schools"; and also to the level of proficiency of children in "other ESL curriculums". Similar interpretation is not available for the Spanish version since "grade and age norms are not yet established." (Test manual, p.7)

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: As noted above, the primary purpose of the test is to place the child at some level of instruction within an ESL curriculum.

FIELD TESTING DATA: Certain validity and reliability data are provided for the English version. These are based on a sample of 491 children at Level I and Level II in the H200 Curriculum.

## Northwestern Syntax Screening Test

AUTHOR: Laura Lee

PUBLISHER: Department of Communicative Disorders, Northwestern University

WHERE TO ORDER:

COST:

DATE: 1969

LANGUAGE VERSIONS: English

AGE LEVEL: Ages 3-8

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: "The NSST measures both receptive and expressive use of syntactic forms..."

TEST ADMINISTRATION:

(1) Materials: Set of decoy pictures
Record form

(2) Individually administered

(3) Tasks:

Receptive - The student points to the picture in a set which corresponds to what he hears.

Expressive - The student listens to a pair of sentences, which corresponds to a pair of pictures. He then repeats each sentence when the tester points to the corresponding picture.

(4) Approximate time to administer: None stated.

(5) Qualifications of administrator: None stated

TEST SCORING:

(1) Method of scoring: For each item the scorer assigns a point for each correct response.

(2) Interpretability of scores: Charts are provided which summarize, in terms of percentiles, the performance of the norm sample for each subtest. "Any child whose score is below the 10th percentile would warrant further study... It is important that the examiner consider this test a screening instrument only and not a detailed analysis of the child's syntactic skill." (Instructions)

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated beyond the notice that error types may "determine areas of grammatical confusion which would provide teaching goals in a remedial program." (Instructions)

FIELD TESTING DATA: None stated.

## Oral Language Evaluation (OLE)

AUTHOR: N.J. SILVAROLI, J.T. Skinner and J.O. "Rocky" Maynes, Jr.

PUBLISHER: EMC Corporation

WHERE TO ORDER: EMC Corporation
180 East Sixth St.
Saint Paul, Minnesota 55101
(612) 227-7366

COST: $4.95 - Complete kit includes: Teacher's Manual
(includes all testing materials)

DATE: 1977

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: None stated. Since, however, this test assesses reading readiness, we may infer that it is intended for primary grades.

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: Type and frequency of "oral language structures"--that is, syntactic phrase structures, e.g., Subject-Verb-Object.

TEST ADMINISTRATION:

(1) Materials: Pictures (4) "Assessment"
Tape recorder "Diagnosis"
Record form "Diagnosis"
Language continuum examples "Diagnosis"

(2) Individually administered

(3) The student tells what is happening in the picture(s) he is shown.

(4) Approximate time to administer: 2 minutes ("Assessment")
10 minutes ("Diagnosis")

(5) Qualifications of administrator: None stated.

TEST SCORING:

(1) Method of scoring: Responses are transcribed from tape onto the record form. The language sample is then analyzed according to sentence pattern types. The Teacher's Manual provides exemplification of target patterns.

(2) Interpretability of scores: The student is assigned to one of six levels of a language development continuum (exemplified in the Teacher's Manual):

I - Labeling
II - Basic Sentences
III - Language Expression
IV - Connecting
V - Story "Concrete"
VI - Story "Abstract"

On this basis, language prescription activities are suggested.

(3) Approximate scoring time: Variable.

PROGRAMMATIC RELEVANCE OF SCORES: See "Interpretability of Scores".

FIELD TESTING: No data included in Manual.

## Pictorial Test of Bilingualism and Language Dominance

AUTHOR: Nelson, Fellner, and Norell

PUBLISHER: Texas Testing Services

ORDERS MADE TO: Texas Testing Services, Inc.
401 Poenisch
Corpus Christi, Texas 78412

COST: $18.50 - Kit includes: Manual
Card booklets
Response sheets

DATE: 1975

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: 4-8 years

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) Knowlege of vocabulary

TEST ADMINISTRATION:

(1) Materials: Manual
Vocabulary card booklet
Language production card booklet
Answer sheet

(2) Individually administered

(3) Tasks:

Part I (Vocabulary)-The student names 40 vocabulary items, in response to pictures, in both Spanish and English.

Part II (Oral Language Production) -

(i) The student tells a story relating to a picture in English and Spanish;

(ii) The student answers questions about several pictures.

(4) Approximate time to administer: None stated

(5) Qualifications of administrator: Must be bilingual

TEST SCORING:

(1) Method of scoring:

Vocabulary - Record "1" for each correct response; "0" for each incorrect response.

Language Production - Manually record the student's response. The scorer places the student in one of four categories:

Level 3: Grammatically correct; "complete thoughts"

Level 2: Complete thoughts but not grammatically correct

Level 1: Single vocabulary; incomplete sentences

Level 0: Cannot respond

(2) Interpretability of scores: The student's raw scores on the vocabulary test are converted according to Language Quotient Conversion Tables. Then, given the Diagnostic Grid, the child is assigned to a descriptive category (e.g. English dominant")

(3) Approximate scoring time: None stated

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING DATA: Reliability and validity data are cited. All field testing was carried out in South Texas.

## Pimsleur Modern Foreign Language Proficiency Tests

AUTHOR: Paul Pimsleur

PUBLISHER: Harcourt, Brace, Jovanovich, Inc.

WHERE TO ORDER: Harcourt, Brace, Jovanovich, Inc.
Test Department
757 Third Avenue
New York, N. Y. 10017

COST:

DATE: 1967

LANGUAGE VERSIONS: French, Spanish, German

AGE LEVEL: Adult

TYPE OF PROFICIENCY MEASURED: Oral, reading and writing

WHAT IS MEASURED:

Oral -
"Listening Comprehension"- Auditory perception and comprehension

"Speaking Proficiency" - Pronunciation and fluency

Reading - Comprehension of written language

Writing - "Competence in writing"

TEST ADMINISTRATION:

(1) Materials: Answer Sheets
Test booklet
Test tapes
Tape recorder

(2) Administered by group and individually on tape

(3) Tasks:
"Listening Comprehension" -
(i) The student hears a sentence on tape and then selects a paraphrase from among four written sentences

(ii) The student selects "an appropriate rejoinder to the question or statement present on tape."

"Speaking Proficiency"- The student names pictures; repeats sentences or phrases; answers questions. Responses are recorded on tape.

"Reading Comprehension" - The student answers questions, from among a set of possible responses, relating to written passages

"Writing Proficiency" - The student fills in blanks in a written passage; conjugates verbs in the context of a written passage; rewrites sentences, making certain lexical and grammatical changes; describes pictures.

(4) Approximate time: Listening - 15 minutes
Speaking - 26 minutes
Reading - 35 minutes
Writing - 35 minutes

(5) Qualifications of administrator: None stated beyond "careful planning".

TEST SCORING:

(1) Method of scoring: Depending on the test, the student's response is judged 'correct', or assigned a point value along a scale, according to specific criteria.

(2) Interpretability of scores: Norm tables are provided which convert the student's scores on "listening", "reading", and "writing" into percentile rankings and stanines. The standardization sample consisted of more than 20,000 junior and senior high school students.

(3) Approximate scoring time: None stated.

PROGRAMMATIC CONSEQUENCES OF SCORES: No suggestions are given beyond the statement that the tests are useful in placing students in appropriate foreign language classes.

FIELD TESTING: No validity or reliability data are reported.

## Screening Test for Auditory Comprehension of Language

AUTHOR: Elizabeth Carrow

PUBLISHER: Learning Concepts

WHERE TO ORDER: Learning Concepts
2501 N. Lamar
Austin, Texas 78705

COST: Manual $3.95
Student booklet (not reusable) $.80 each

DATE: 1973

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: 3-6 years

TYPE OF PROFICIENCY MEASURED: Aural

WHAT IS MEASURED:

(1) Knowledge of vocabulary

(2) Knowledge of syntax/morphology

TEST ADMINISTRATION:

(1) Materials: Test booklet (contains verbal stimuli)

(2) By group (proctors recommended)

(3) Tasks: The student marks the picture in his booklet which corresponds to the verbal stimulus he hears.

(4) Approximate time: None stated

(5) Qualifications of administrator: None stated

TEST SCORING:

(1) Method of scoring: One point is assigned for each correct response

(2) Interpretability of scores: Tables are provided for conversion of raw scores to percentile rankings (English version only). It is recommended that where the child falls below the 10th percentile he be tested further.

(3) Approximate scoring time: None stated

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING: Reliability data are cited

## Screening Test of Spanish Grammar

AUTHOR: Allen S. Toronto

PUBLISHER: Northwestern University Press

WHERE TO ORDER:

COST:

DATE: 1973

LANGUAGE VERSIONS: Spanish

AGE LEVEL: 3-6

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: "The STSG is designed to identify...Spanish-speaking children who do not demonstrate native syntactic proficiency commensurate with their age." (Manual, p. 5)

TEST ADMINISTRATION:

(1) Materials: Instructions booklet (contains stimulus pictures)
Test form

(2) Individually administered.

(3) Tasks:

"Receptive" - The student points to the picture in a set which corresponds to the sentence he hears.

"Expressive" - The student listens to a pair of sentences which corresponds to a pair of pictures. He then repeats each sentence when the tester points to the corresponding picture.

(4) Approximate time: None stated.

(5) Qualifications of administrator: Must speak Spanish

TEST SCORING:

(1) Method of scoring: One point is assigned for each correct response. The instructions manual gives examples of acceptable and unacceptable responses for each test item.

(2) Interpretability of scores: Norm charts for each subtest are provided "which show the progression of...test scores by one-year age groups. These charts are helpful in evaluating a child's performance in relation to his age group and to adjacent age groups." (Manual, p. 14). "Children who score between the 10th percentile and the second standard deviation below the mean on either subtest can be referred to as low-normal in grammatical development and should not be automatically enrolled for language remediation unless other diagnostic information indicates that it is necessary." (p.19)

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: The test is intended as a screening device for remediation; discussion of any instructional program is beyond its scope.

FIELD TESTING DATA: The test was standardized on 192 children, 96 of Mexican and 96 of Puerto Rican descent. Statistical results with respect to group differences, reliability and validity are provided in the Manual.

## Shutt Primary Language Indicator Test (SPLIT)

AUTHOR: D.L. Shutt

PUBLISHER: McGraw-Hill

WHERE TO ORDER: Webster Division
McGraw-Hill
8171 Redwood Hwy.
Novato, CA 94947

COST: Test components are sold separately: Test booklet (for each child) - 99¢
Teacher's manual & scoring key - $3.00
Cassette: $11.25

DATE: 1973

LANGUAGE VERSIONS: Spanish and English

AGE LEVEL: K-6 for tests measuring oral proficiency

TYPE OF PROFICIENCY MEASURED: Oral and reading (NOTE: Our files lack the reading subtest; therefore what is included in this profile pertains only to the oral proficiency tests.)

WHAT IS MEASURED:

(1) Ability to respond non-verbally to spoken commands;

(2) Ability to produce complete and "appropriate" sentences.

TEST ADMINISTRATION:

(1) Materials: Cassette Tape
Test booklet

(2) The subtest "Verbal fluency" is given individually; "Listening comprehension" is given by group.

(3) Tasks:

"Verbal fluency" - The student responds to questions relating to illustrations in the test booklet.

"Listening comprehension" - The student chooses one among four pictures which corresponds to what he hears on tape.

(4) Approximate time to administer: During field testing, Listening Comprehension took about 35 minutes; Verbal Fluency took about 15 minutes.

QUALIFICATIONS OF TEST ADMINISTRATOR: Must be bilingual

TEST SCORING:

(1) Method of scoring:

Listening Comprehension - A scoring key is provided.

Verbal Fluency - 0-3 points is assigned to each of the five response sets, the scorer determining a value according to the degree to which response is complete and to which it exhibits "appropriate use of noun markers (articles), prepositions, and verb forms."

(2) Interpretability of scores: Norm tables are provided for each subtest. These are based on field test administration. The child's raw score may be interpreted in terms of grade level and age equivalents; in addition, the child's raw score is convertible to a percentile ranking according to grade level. Finally, tables are provided which allow the child's "level of dominance" to be determined.

(3) Approximate scoring time: Not stated.

PROGRAMMATIC RELEVANCE OF SCORES: None is indicated.

FIELD TESTING DATA:

The standardization sample includes 1,033 children, grades K-6, coming from three Spanish-speaking cultural backgrounds (Mexican-American, Puerto Rican, Cuban) from five regions of the U.S.

Validity and reliability are discussed in the Examiner's Manual.

## Skoczulas English/Spanish Phonemic Unit Production Test

AUTHOR: R. V. Skoczulas

PUBLISHER:

ORDERS MADE TO: R. V. Skoczulas
7649 Santa Inez Court
Gilroy, CA 95020

COST: English and Spanish versions sold separately: Scoring sheets (20) and Directions - $2.50
Cassette tape - $4.00

DATE: 1972

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Kindergarten to college

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: "...ability to produce English ((or Spanish)) sounds identified by linguists...as particularly difficult..." (Directions)

TEST ADMINISTRATION:

(1) Materials: Cassette
Scoring sheet

(2) Individually administered

(3) Tasks: The student hears each utterance twice and then repeats the utterance.

(4) Approximate time:

English - 8 minutes

Spanish - 5 minutes

(5) Qualifications of administrator: Must be able to judge "native-like" pronunciation in the language of testing.

TEST SCORING:

(1) Method of scoring: The scorer rates the target sound according to a three-point scale: "0" - No response; "1" - Poor; "2" - Good.

(2) Interpretability of scores: Two forms are given for each test version in order that the student may be pre- and post-tested. Othern than this, interpretive norms are not provided.

(3) Approximate scoring time: Scored during administration

PROGRAMMATIC RELEVANCE OF SCORES: None stated.

FIELD TESTING:

English - "Reliability estimates, based on the test-retest method, with a simple of sixty-three students, resulted in a coefficient of .81."

Spanish - "Reliability estimates show a coefficient of .76, based on the test-retest method of fifty-seven students."

## Spanish/English Language Performance Screening (S/ELPS)

AUTHOR: Southwest Educational Development Laboratories

PUBLISHER: CTB/McGraw-Hill

ORDERS MADE TO: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA

COST: $40.00 - Complete kit includes: Examiner's Handbook
40 student record sheets
2 boxes of miniature objects
1 set of pictures (4)

DATE: 1976

LANGUAGE VERSIONS: Spanish and English

AGE LEVEL: Recommended for children four and five. "It is expected that the S/ELPS will be useful for screening children in the primary grades, but evidence pertaining to the appropriateness of the S/ELPS for older children will not be available until additional studies have been carried out." (Examiner's Handbook, p. 1)

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) Knowledge of vocabulary

(2) Ability to understand verbal commands

(3) Ability to respond to questions, give descriptions

TEST ADMINISTRATION:

(1) Materials: Spanish and English record forms
Boxes of miniature objects
Pictures

(2) Administered individually

(3) Tasks:

"Answering questions"- The child answers three "everyday" questions in Spanish and in English

"Naming objects" - The child names six miniature objects in English and in Spanish

"Following directions"- The child follows two directives involving the objects for each language

"Describing objects" - The child responds to the request, "Tell me about those things."

(4) Approximate time: 15 minutes to administer and score

(5) Qualifications of test administrator: The administrator must be bilingual and should have experience working with children.

TEST SCORING:

(1) Method of scoring:

(i) For correctly naming objects and following directions, a check mark is made on the record form;

(ii) When answering questions, describing objects or pictures, the scorer records manually the child's response or describes his gestures.

(2) Interpretability of scores:

The child's responses place the child in one of six categories: (1) Spanish; (2) Predominantly Spanish; (3) Bilingual; (4) Predominantly English; (5) English; (6) Undetermined (where the child's sample is insufficient). To do this, the administrator compares the child's response in the English and Spanish parts, respectively, according to whether they are "mostly Spanish", "mostly English", or "mostly blended". Given the classification table on the child's record sheet, a "dominance" categorization is determined.

Categorization does not depend on level of proficiency. No value is assigned to the quality of the child's response.

(3) Approximate scoring time: 15 minutes to administer and score.

PROGRAMMATIC RELEVANCE OF SCORES: The Examiner's Handbook includes a discussion of the instructional relevance of each category.

FIELD TESTING DATA: The S/ELPS was field tested among over 500 four- and five-year olds. 25 examiners participated. Field testing was conducted at a single site.

A summary of experimental procedures and technical data is provided in the Handbook.

## Test for Auditory Comprehensioon of Language

AUTHOR: Elizabeth Carrow

PUBLISHER: Learning Concepts

ORDERS MADE TO: Learning Concepts
2501 N. Lamar
Austin, Texas 78705

COST: $29.95 - Complete kit includes: Manual
25 English or Spanish forms
(additional packets, $3.75)

DATE: 1973

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Norm tables include children ages 3-6.

TYPE OF PROFICIENCY MEASURED: Aural

WHAT IS MEASURED:

(1) Knowledge of vocabulary

(2) Knowledge of morphology/syntax

TEST ADMINISTRATION:

(1) Materials: Test book (contains pictures and verbal stimuli)
Score sheets (English or Spanish)

(2) Individually administered

(3) Tasks: The examiner states the verbal stimulus for each set of pictures and the student points to the picture which corresponds to the stimulus (e.g., "Point to the rabbit.").

(4) Approximate time: 20 minutes

(5) Qualifications of administrator: "As a minimum, the examiner should have a bachelor's degree in education, psychology, or sociology and have significant testing experience. The examiner should be thoroughly familiar with test items..." (Test book, p. 9)

TACL/2

TEST SCORING:

(1) Method of scoring: The scorer matches the student's response to the target response and totals correct responses.

(2) Interpretability of scores:

The test is designed primarily to identify language dysfunctional children but can be used to compare relative proficiency in apparent bilinguals.

The test is intended to determine some developmental level of comprehension and to diagnose specific areas of difficulty. Norm tables are provided which interpret the student's total score in terms of percentile rank, according to age. Also, the score sheet includes an "analysis section", which identifies performance according to aspects of language measured by classes of test items.

(3) Approximate scoring time: None stated. The scoring sheet includes the target response for each item.

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING DATA: Various reliability and validity data are reported in the test book.

## TESTS FROM NON-COMMERCIAL SOURCES

## Brooks County ISD Language Usage Inventory

AUTHOR: Not stated.

PUBLISHER: Brooks County (Texas) Independent School District

INQUIRIES MADE TO: Brooks County Independent School District
Falfurrias, Texas

DATE: Not stated.

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: None stated

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) The ability to respond to questions

(2) Knowledge of vocabulary

TEST ADMINISTRATION:

(1) Materials: Test form
Picture sheet

(2) Individually administered

(3) Tasks:

"General information" - The student responds to everyday questions (e.g., "Are you a boy or a girl?")

"Vocabulary" - The child selects the picture in a set which corresponds to what he hears (e.g., "Put your finger on the feather.")

(4) Approximate time: None stated. Each part includes five test items.

(5) Qualifications of administrator: None stated.

Brooks County/2

TEST SCORING:

(1) Method of scoring: For each response, the scorer checks "acceptable" or "incorrect".

(2) Interpretability of scores: "Language dominance should be determined by the spontaneity of each answer, not its precision or its content. If a child answers a majority of the questions in both languages, he is bilingual."

(3) Approximate scoring time: None stated

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING DATA: None stated

## Calexico Oral English Test, Form B

AUTHOR: Harvey N. Miller, Project Director

INQUIRIES MADE TO: Calexico Unified School District
P. O. Box 792
Calexico, CA 92231

DATE: 1970

LANGUAGE VERSIONS: English

AGE LEVEL: None stated

TYPE OF PROFICIENCY MEASURED: Oral and reading

WHAT IS MEASURED (Oral):

Oral -

(1) Ability to repeat English sentences;

(2) Ability to translate Spanish sentences into English: content and intonation

(3) Ability to respond to and describe pictures: appropriate use of vocabulary, grammar, pronunciation, and "fluency"

Reading -

(1) Pronunciation

(2) Reading fluency

TEST ADMINISTRATION:

(1) Materials: Cassette tape
Scoring form
Picture series

(2) Individually administered

(3) Tasks:

"Mimicry" - The student repeats sentences he hears on tape. (e.g., "The yellow flower is mine.")

"Translation"- The student gives English translations of sentences he hears in Spanish on tape. (e.g., "Please bring me your notebooks.")

"Reading" - The student reads a short story aloud.

"Picture questions" - The student answers questions relating to pictures.

"Picture descriptions" - The student makes up a story relating to pictures.

(4) Approximate time: None stated

(5) Qualifications of administrator: None stated

TEST SCORING:

(1) Method of scoring:

"Mimicry" - Certain sounds in the students response are judged "right" or "wrong"

"Translation" - Response is rated on a scale 0-2 for content; also, selected responses in the set are rated 0-1 for intonation.

"Reading" - Selected words are rated as being pronounced "right" or "wrong"; the student is rated on a scale of "0" - "5" with respect to natural word grouping, rhythm and intonation patterns.

"Picture questions" - Response is rated on a scale 0-3 according to scorer judgments of pronunciation, grammar, and vocabulary.

"Picture descriptions" - Response is rated 0-5, according to the student's use of appropriate vocabulary, pronunciation, "structure" (completeness of description), and "fluency".

(2) Interpretability of scores: None is indiated.

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated.

FIELD TESTING DATA: None stated.

## Cantonese as a Second Language Profile-Level I

AUTHOR: L. Chew, M. Ching (revised by H. Chin, 8-76)

PUBLISHER: San Francisco Unified School District

INQUIRIES MADE TO: Helen Chin
Coordinator, Curriculum & Staff Development
Chinese Pilot Bilingual Program
San Francisco U.S.D.
950 Clay St.
San Francisco, CA 94108

DATE: 1974

AGE LEVEL: None stated

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) Vocabulary

(2) The ability to follow verbal commands

(3) The ability to answer everyday questions

(4) The ability to translate common expressions from English to Cantonese

(5) Syntax ("sentence structures")

TEST ADMINISTRATION:

(1) Materials: Test booklet
Answer sheet

(2) Individually administered

(3) Tasks:

"Understanding Directions" - The student follows oral commands (e.g., "Stand up")

"Basic information" - The student completes stem response items (e.g., "My name is _____")

"Basic vocabulary" - The child names entities he sees in picture cues.

"Common expressions" - The student translates English expressions into Cantonese (e.g., "Good morning")

"Sentence structures" - The student responds to questions which relate to picture cues; everyday questions.

(4) Approximate time: None stated

(5) Qualifications of administrator: Must be proficient in Cantonese in order to administer the test; no specific qualifications are stated, however.

TEST SCORING:

(1) Method of scoring: The scorer assigns one point for each correct response. Correct responses are indicated in the test booklet.

(2) Interpretability of scores: The test is intended as a pre- and post- testing device.

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: Although not so identified, this test appears to be criterion-referenced, for use in San Francisco U.S.D. No specific programmatic suggestions are stated.

FIELD TESTING: None stated.

## Chicago Short Tests of Linguistic Skills

AUTHOR: Charles K. Frederickson et al.

INQUIRIES MADE TO: Department of Research and Evaluation
Chicago Board of Education, Rm. 215
2021 N. Burling Street
Chicago, Illinois 60614

DATE: 1976

LANGUAGE VERSIONS: Arabic/Chinese/English/Greek/Italian/Japanese/Korean/
Pilipino/Polish/Spanish/Vietnamese/

AGE LEVEL: Ages 8-13

TYPE OF PROFICIENCY MEASURED: Listening/speaking/reading/writing

WHAT IS MEASURED:

"Listening" -
(1) Pronunciation
(2) Comprehension
(3) Ability to follow spoken directions

"Speaking" - "designed to test not only comprehension of simple items, but the ability of the student to produce comprehensible... sounds and simple sentence structures."

"Reading" -
(1) Vocabulary
(2) Pronunciation

"Writing" -
(1) Spelling
(2) Vocabulary
(3) The ability to provide written responses to questions in complete sentences.

TEST ADMINISTRATION:

(1) Materials: Test booklet
Speaking test score sheet
Examiner's Manual
Speaking test pictures

(2) Individually administered

(3) Tasks:

"Listening" - The student marks the word he hears, choosing among a written set; the student writes the word he hears; the student answers 'yes' or 'no' to questions he hears (e.g., "Do bananas eat monkeys?"); the student follows directions ("Write the name of the month in which you were born").

"Speaking" -

"Free Conversational Response" - The student answers questions relating to Chicago.

"Free Cue Responses"- The student describes a picture in five complete sentences.

"Structured Conversational Responses" - The student answers questions relating to everyday life ('What's the weather like today?"

"Structural Cue Responses" - The student answers questions relating to pictures in the picture booklet.

"Reading" - The students provide written stem responses; the student answers multiple choice questions relating to written paragraphs.

"Writing" - The student identifies misspelled words; the student completes sentences on the basis of pictured vocabulary; the student completes sentences which are appropriate responses to written questions (e.g., "Where did the children go?" "They ____ to school"); the student answers questions relating to a picture (in complete sentences.)

(4) Qualifications of administrator: The administrator should be familiar with the test. He should view the STLS inservice videotape. He must be a "native speaker" of the language being tested.

TEST SCORING:

(1) Method of scoring:

"Listening" - A point is assigned for correct responses.

"Speaking" - The scorer ranks the response on a scale:

"1" - "Complete sentence...grammatically correct... appropriate vocabulary...no major errors in pronunciation"

"5" - "Minor structural mistakes...inappropriate vocabulary, but communicates intended meaning"

"0" - "Major structural errors and illogical or unintelligible answers, or "I don't know'"

"Reading" - A point is assigned for each correct response.

"Writing" - A point is assigned for each correct response.

(2) Interpretability of scores:

Norming procedures are being developed (as of 6-76).

(3) Approximate scoring time: Scored during administration

PROGRAMMATIC RELEVANCE OF SCORES: None is indicated

FIELD TESTING DATA: Field test sample included 120 students, grades 3-8, divided among four groups: monolingual English; monolingual Spanish; English dominant; Spanish dominant. "... the test appears to be 'working', in the sense that it is successfully discriminating between ages, and between languages." (Program Guide, p. 24).

## Hayward Language Dominance Indicator

AUTHOR: Office of Bilingual Multicultural Education

PUBLISHER: Hayward Unified School District

ORDERS MADE TO: Educational Services Division
Office of Bilingual Multicultural Education
Hayward Unified School District

DATE: Not stated

LANGUAGE VERSIONS: English/Spanish/Portuguese

AGE LEVEL: Grades 1-6

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: Knowledge of vocabulary

TEST ADMINISTRATION:

(1) Materials: Test sheet for each language version

(2) Individually administered

(3) Tasks: The tester tells the student: "I'm going to give you the name of a place and you are to tell me some things you might find there." The student has 30 seconds for each item. (e.g., "in the kitchen"...)

(4) Approximate time: Not stated. The test contains five items.

(5) Qualifications of test administrator: None stated.

TEST SCORING:

(1) Method of scoring: The scorer makes a mark for each appropriate word the child gives.

(2) Interpretability of scores: The language in which the student provides more response taken is judged his dominant language.

(3) Approximate scoring time: None stated

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING: None stated

## Southeastern New Mexico Bilingual Program Stem Response Test

AUTHOR: Southeastern New Mexico Bilingual Program

PUBLISHER:

INQUIRIES MADE TO: Southeastern New Mexico Bilingual Program
1106 West Quay
Artesia, New Mexico 88210

DATE: Not stated

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Not stated

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED: The ability to complete partial statements

TEAST ADMINISTRATION:

(1) Materials: Test forms

(2) Individually administered

(3) Tasks: The child is told to complete stem phrases (e.g., "After I make a mess, I am supposed to _____.")

(4) Approximate time: Not stated. Each test includes 12 items.

(5) Qualifications of adminstrator: Must speak and write the language in which the test is given.

TEST SCORING:

(1) Method of scoring: The scorer counts the number of responses given and the total time each version takes.

(2) Interpretability of scores: "This questionnaire is designed to show us if the student's responsiveness in Spanish and English has a tendency to increase or decrease during ... instruction." (Test form)

(3) Approximate time to score: Not stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated.

FIELD TESTING: None stated.

## Las Cruces Test of Grammatically Correct Spanish/English

AUTHOR: Not stated

PUBLISHER: Las Cruces (New Mexico) School District #2

INQUIRIES MADE TO: Margarita López de Mestas
Coordinator, Bilingual Education Project
Las Cruces Public Schools
301 W. Amador
Las Cruces, New Mexico 88001

DATE: 1976

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: K-4 (Oral); Grades 2-4 (Written)

TYPE OF PROFICIENCY MEASURED: Oral/written

WHAT IS MEASURED:

Oral:
(1) "Vocabulary"

(2) "Sentence patterns" (phrase structure)

(3) "Grammar" (morphology)

(4) "Usage" (mixing, if any)

Written:
(1) Grammar

(2) Spelling

TEST ADMINISTRATION:

(1) Materials: Test booklet
Answer sheet

(2) Individually administered

(3) Tasks:

Oral -
"Spanish" The student either describes his family or tells what he "likes to do best."

"English" - The student either describes his friends or tells what he likes to eat and why.

Written - The student writes a story at least three sentences in length.

(4) Approximate time to administer: Oral -"The student will be allowed one and one-half minutes...to respond..." (test booklet).

Written - 10 minutes.

(5) Qualifications of administrator: None stated

TEST SCORING:

(1) Method of scoring: Scoring procedures are indicated in the test booklet. The scorer assigns points to the student's discourse according to a number of criteria: number of words; phrase structure types; correct morphology; pronunciation; consistent use of Spanish or English; etc.

(2) Interpretability of scores:

None stated

(3) Approximate scoring time: None stated

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING DATA: None stated

## Los Nietos Language Dominance Survey

AUTHOR: Not stated

PUBLISHER: Los Nietos School District

INQUIRIES MADE TO: Jose Garay Title VII Director
Los Nietos School District
8324 S. Westman Ave.
Whittier, CA 90606

DATE: Not stated

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Grades K-8

TYPE OF PROFICIENCY MEASURED: Oral

WHAT IS MEASURED:

(1) Ability to answer questions

(2) Ability to follow commands

TEST ADMINISTRATION:

(1) Materials: Spanish/English test sheets

(2) Individually administered

(3) Tasks:

"Verbal fluency" - The student answers everyday questions

"Following directions" - The student does what the tester commands.

(4) Approximate time: None stated. Each test version contains ten items.

(5) Qualifications of administrator: None stated.

TEST SCORING:

(1) Method of scoring: The scorer checks "G" (good) or "0" (poor or no response) for each response.

(2) Interpretability of scores: The number of "G" responses on each test version determines whether the student is: Spanish dominant; English dominant; Bilingual; Limited English; Limited Spanish; or Speech referral.

(3) Approximate scoring time: None stated

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING: None stated

## Marysville Test of Language Dominance

AUTHOR: Eleanor Thonis

INQUIRIES MADE TO: Marysville Reading-Learning Center
Olivehurst, CA 95916

DATE: 1974

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: None stated

TYPE OF PROFICIENCY MEASURED: Listening/speaking/reading/writing

WHAT IS MEASURED:

(1) Ability to follow commands

(2) Ability to respond to questions

TEST ADMINISTRATION:

(1) Materials: Test form
Scoring form

(2) Individually administered

(3) Tasks:

"Listening comprehension" - The student follows commands.

"Speaking" - The student responds to everyday questions.

"Reading" - The student reads aloud phrases or sentences

"Writing" - The student writes words; copies words or symbols.

(5) Approximate time to administer: None stated.

QUALIFICATIONS OF TEST ADMINISTRATOR: Must speak the language in which the test is given.

TEST SCORING:

(1) Method of scoring: The scorer credits one point for each correct response.

(2) Interpretability of scores: "The scores on both languages may be compared to determine the language in which the child appears to function best." (Directions)

(3) Approximate scoring time: None stated

Marysville/2

PROGRAMMATIC RELEVANCE OF SCORES: None stated

FIELD TESTING DATA: None stated

## Pittsburg USD Language Dominance Survey

AUTHOR: C. Gomez, R. Detwiler, and W. Miller

INQUIRIES MADE TO: Curriculum Office
Bilingual/Bicultural Education
2000 Railroad Avenue
Pittsburg, CA 94567

DATE: 1975

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: Grades K-12

TYPE OF PROFICIENCY MEASURED: Listening/speaking/reading

WHAT IS MEASURED:

Oral -
The ability to follow commands and respond to questions.

Reading - The ability to understand, to interpret orally, and to recall certain aspects of written material

TEST ADMINISTRATION:

(1) Materials: Test questions (K-2; 3-5; 6-12)
Pictures (K-2 only)
Student tally sheet

(2) Individually administered

(3) Tasks:

Oral -
Grades K-2: The student points to the picture in a set that corresponds to what he hears (e.g., "Point to the man who is happiest."); answers questions relating to pictures (e.g., "How does the man feel?")

Grades 3-5 and 6-12: The student follows commands (e.g., "Raise your left hand"); responds to everyday questions (e.g., "What is something you do when you go home?")

Reading - The student reads a passage and answers questions about it read by the teacher.

(4) Approximate time: None stated. Each subtest contains five items.

(5) Qualifications of administrator: None stated.

TEST SCORING:

(1) Method of scoring: The scorer checks "correct" or "incorrect" for each item.

(2) Interpretability of scores: According to the chart on the student tally sheet, the student is labelled

(i) Non-English or Spanish speaking
(ii) Limited-English or Spanish speaking
(iii) English or Spanish speaking

depending on the number of responses on each language version. No provision is made for the category "bilingual".

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated.

FIELD TESTING DATA: None stated.

## San Bernardino Language Dominance Survey

AUTHOR: San Bernardino Bilingual Office

INQUIRIES MADE TO: Mr. Frank Ayala
San Bernardino City USD, Bilingual Education Program
799 F Street
San Bernardino, CA 92410

DATE: 1974

LANGUAGE VERSIONS: English and Spanish

AGE LEVEL: K-12

TYPE OF PROFICIENCY MEASURED: Listening/speaking/reading/writing

WHAT IS MEASURED:

Oral -
"Listening" - The "ability to understand and comply with stated commands..."

"Speaking" - The "ability to communicate with acceptable morphology and syntax..."

"Reading" - "the ability to comprehend sentence function..."

"Writing" - "...the ability to reduce to print simple phrases appropriate to the situation."

TEST ADMINISTRATION:

(1) Materials: Picture charts
Test questions
Student tally sheets

(2) Individually administered

(3) Tasks:
Oral -
Grades K-2: The student points to a picture in a pair which corresponds to what he hears (e.g., "Show me the window that is open"); answers questions relating to pictures (e.g., 'What is the dog doing?").

Grades 2-4; 5-7; 8-12: The student answers everyday questions (e.g., What is your teacher's name?"); follows commands ('Make a fist for me"). Items become apparently more complex for older students.

Reading - The student completes sentences, selecting among three written choices (e.g., "Summer is _____" hot/cold/funny)

Writing - The student writes dictated words or, for grades 8-12, sentences.

(4) Approximate time: None stated. Each subtest includes four items.

(5) Qualifications of administrator: None stated.

TEST SCORING:

(1) Method of scoring: The scorer marks one point for each correct response and determines a total score for each language version.

(2) Interpretability of scores: Given the student's score on each language version, the student is assigned to one of three categories:

(i) Non-English or non-Spanish speaking
(ii) Limited-English or limited-Spanish speaking
(iii) Dominant English or Spanish

No provision is made for the category "bilingual".

"The instrument was not designed to assess individual competencies in relation to establish standards." (p.2)

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: The student is recommended for placement in a bilingual program where the home language is Spanish and he scores 50% or less on one or more English subtests. No specific programmatic recommendations are made, however.

FIELD TESTING DATA: None stated.

Sweetwater examen de lenguaje para el estudiante de habla hispana

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DATE: 1976

LANGUAGE VERSIONS: Spanish

AGE LEVEL: Secondary grades

TYPE OF PROFICIENCY MEASURED: Oral/reading/writing

WHAT IS MEASURED:

Oral -
The ability to answer questions relating to oral discourse.

TEST ADMINISTRATION:

(1) Materials: Teacher's Guide
Answer Sheets

(2) Administered: Group

(3) Tasks:

Oral -
The student hears a short oral unit of discourse, followed by a question relating to its content. The student selects the correct answer to the question from among a set of four possible answers (e.g., the student hears a statement about Edgar Allen Poe, then answers the question, "Edgar Allen Poe era un poeta (a) cómico; (b) dramático; (c) de televisión; (d) inglés.")

Reading - The student alphabetizes, divides words into syllables; performs grammatical operations on sentences (multiple choice responses); selects paraphrases (multiple choice); and responds to questions relating to short written passages.

Writing - The student writes dictated discourse; writes a story about a picture.

(4) Qualifications of test administrator: None stated; however, test items and directions are in Spanish.

TEST SCORING:

(1) Method of scoring: Machine scored (except "writing", where the response is rated on a scale 1-10).

(2) Interpretability of scores: Student is assigned to one of four levels. The levels are neither defined, nor is their significance indicated.

(3) Approximate scoring time: None stated.

PROGRAMMATIC RELEVANCE OF SCORES: None stated.

FIELD TESTING DATA: None stated.